

Reading/Literature: PK-K

RL1. Anchor Standard - Read closely a wide range of text material, from secular, Catholic, and Christian spiritual/religious viewpoints to determine what it says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

RL.YY. 3/4.1	Educational Benchmark: (3 4 Year Olds)	RL.YY. 4/5.1	Educational Benchmark: (4-5 Year Olds)	RL.K.1	Educational Benchmark:
With prompting and support, answer questions about key details in a variety of Catholic/secular texts.		With prompting and support, ask and answer questions about key details in a variety of Catholic/secular texts.		With prompting and support, ask and answer questions about key details in a variety of Catholic/secular texts.	
Learning Objective		Learning Objective		Learning Objective	
Students will be able to:		Students will be able to:		Students will be able to:	
RL.YY. 3/4.1a	Answer questions of who and what that are relevant to the text	RL.YY. 4/5.1a	Create and answer questions of who, what, and where that are relevant to the text	RL.K.1a	Answer questions of who and what that are relevant to the text
RL.YY. 3/4.1b	Make inferences	RL.YY. 4/5.1b	Make inferences	RL.K.1b	Make inferences
RL.YY. 3/4.1c	Use picture clues to gain meaning	RL.YY. 4/5.1c	Use picture clues to gain meaning	RL.K.1c	Use picture clues to gain meaning

Reading/Literature: PK-K

RL2. Anchor Standard - Determine and analyze the development of central ideas or themes of secular texts and text that reflect Catholic teachings, values, traditions and heritage and summarize the key supporting details and ideas.

RL.YY.3/4.2	Educational Benchmark: (3-4 Year Olds)	RL.YY.4/5.2	Educational Benchmark: (4-5 Year Olds)	RL.K.2	Educational Benchmark:
With prompting and support, retell familiar stories, including key details.		With prompting and support, retell familiar stories, including key details.		With prompting and support, retell familiar stories, including key details.	
Learning Objective		Learning Objective		Learning Objective	
Students will be able to:		Students will be able to:		Students will be able to:	
RL.YY.3/4.2a	Retell a story in his/her own words with at least one key detail	RL.YY.4/5.2a	Retell a story in his/her own words with two or more key details	RL.K.2a	Retell a story in his/her own words in sequential order
RL.YY.3/4.2b	Identify the main characters in a Catholic/secular text	RL.YY.4/5.2b	Identify the main idea, characters, and setting in a Catholic/secular text	RL.K.2b	Identify the main idea, characters, and setting in a Catholic/secular text after hearing/reading a selection

Reading/Literature: PK-K

RL.3. Anchor Standard - Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning, tone and Catholic identity.

RL.YY.3/4.5	Educational Benchmark: (3-4 Year Olds)	RL.YY.4/5.3	Educational Benchmark: (4-5 Year Olds)	RL.K.3	Educational Benchmark:
With prompting and support, answer questions about unknown words in a text.		With prompting and support, ask and answer questions about unknown words in a text.		With prompting and support, ask and answer questions about unknown words in a text.	
Learning Objective		Learning Objective		Learning Objective	
Students will be able to:		Students will be able to:		Students will be able to:	
RIT.YY.3/4.3a	Infer meaning of unfamiliar words in the context of a passage by using picture clues	RIT.YY.4/5.3a	Infer meaning of unfamiliar words in the context of a passage by using picture clues	RIT.K.3a	Infer meaning of unfamiliar words in the context of a passage by examining known words and picture clues
RIT.YY.3/4.3b	Increase vocabulary through the use of pictures and discussion	RIT.YY.4/5.3b	Increase vocabulary through the use of pictures and discussion	RIT.K.3b	Increase vocabulary through the use of word structure
RIT.YY.3/4.3c	Increase vocabulary through environmental print (i.e. McDonald's, stop)	RIT.YY.4/5.3c	Increase vocabulary through the recognition of sight words	RIT.K.3c	Increase vocabulary through the recognition of sight words

Reading/Literature: PK-K

RL.4. Anchor Standard - Analyze the structure of Catholic/secular texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

RL.YY. 3/4.4	Educational Benchmark: 4 Year Olds	(3-4)	RL.YY. 4/5.4	Educational Benchmark: (4-5 Year Olds)	RL.K.4	Educational Benchmark:
			With prompting and support, compare genres		With prompting and support, compare genres	
Learning Objective			Learning Objective		Learning Objective	
Students will be able to:			Students will be able to:		Students will be able to:	
			RL.YY.4/5.4a	Using a variety of reading materials to identify common types of texts	RL.K.4a	Using a variety of reading materials to identify common types of texts
			RL.YY.4/5.4b	Differentiate between fact and fiction	RL.K.4b	Differentiate between fact and fiction

RL.5. Anchor Standard: In light of Catholic values, cultural traditions and ethnic heritage, assess how point of view or purpose shapes the content and style of a text.

RL.YY. 3/4.5	Educational Benchmark: 4 Year Olds	(3-4)	RL.YY. 4/5.5	Educational Benchmark: (4-5 Year Olds)	RL.K.5	Educational Benchmark:
Understand the role of the author and illustrator			Understand the role of the author and illustrator		With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	
Learning Objective			Learning Objective		Learning Objective	
Students will be able to:			Students will be able to:		Students will be able to:	
RL.YY. 3/4.5a	Identify the role of the illustrator and author in a text		RL.YY.4/5.5a	Identify the role of the illustrator and author in a text	RL.K.5a	Identify the author and illustrator of a text and explain the role of each

Reading/Literature: PK-K

RL.6.Anchor Standard: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words, in accordance with Catholic values (i.e. social justice), cultural teachings, and ethnic heritage.

RL.YY. 3/4.6	Educational Benchmark: 4 Year Olds)	(3	RL.YY. 4/5.6	Educational Benchmark: (4-5 Year Olds)	RL.K.6	Educational Benchmark:
With prompting and support, describe the relationship between illustrations and the text.			With prompting and support, describe the relationship between illustrations and the text.		With prompting and support, describe the relationship between illustrations/images and the story in which they appear in print or digital text.	
Learning Objective			Learning Objective		Learning Objective	
Students will be able to:			Students will be able to:		Students will be able to:	
RL.YY. 3/4.6a	Use illustrations/images to predict what a text is about		RL.YY. 4/5.6a	Use illustrations/images to predict what a text is about	RL.K.6a	Use illustrations/images to predict what a story is about
RL.YY. 3/4.6b	Recognize that print runs from left to right and from the top to the bottom of a page				RL.K.6b	Identify what moment in a story an illustration/image depicts

Reading/Literature: PK-K

RL.7. Anchor Standard - Analyze how two or more texts address similar themes or topics in order to build knowledge of themselves, of others, and of their Catholic heritage.

RL.YY. 3/4.7	Educational Benchmark: 4 Year Olds)	(3	RL.YY. 4/5.7	Educational Benchmark: (4-5 Year Olds)	RL.K.7	Educational Benchmark:
			With prompting and support, identify the differences in characters within a familiar text.		With prompting and support, identify the differences in characters within a familiar text.	
Learning Objective			Learning Objective		Learning Objective	
Students will be able to:			Students will be able to:		Students will be able to:	
			RL.YY. 4/5.7a	Use familiar stories to compare and contrast the adventures and experiences of characters.	RL.K.7a	Use familiar stories to compare and contrast the adventures and experiences of characters.
			RL.YY. 4/5.7b	Relate a life experience to the text	RL.K.7b	Relate a life experience to the text

RL.8. Anchor Standard: Read and comprehend complex literary and informational texts independently and proficiently.

RL.YY. 3/4.1	Educational Benchmark: 4 Year Olds)	(3	RL.YY. 4/5.1	Educational Benchmark: (4-5 Year Olds)	RL.K.1	Educational Benchmark:
With prompting and support, participate in activities to develop reading comprehension skills.			With prompting and support, participate in activities to develop reading comprehension skills.		With prompting and support, participate in activities to develop reading comprehension skills.	
Learning Objective			Learning Objective		Learning Objective	
Students will be able to:			Students will be able to:		Students will be able to:	

Reading/Literature: PK-K

RL.YY. 3/4.8a	Actively engage in group reading activities with purpose and understanding	RL.YY.4/ 5.8a	Actively engage in group reading activities with purpose and understanding	RL.K.8a	Actively engage in group reading activities with purpose and understanding
------------------	--	------------------	--	---------	--

Informational Text: PK-K

RIT.1. Anchor Standard - Read closely a wide range of text material, from secular, Catholic, and Christian spiritual/religious viewpoints to determine what it says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

RIT.YY.3 /4.1	Educational Benchmark: (3-4 Year Olds)	RIT.YY.4 /5.1	Educational Benchmark: (4-5 Year Olds)	RIT.K.1	Educational Benchmark:
With prompting and support, answer questions about key details in a variety of Catholic/secular informational text.		With prompting and support, ask and answer questions about key details in a variety of Catholic/secular informational text.		With prompting and support, ask and answer questions about key details in a variety of Catholic/secular informational text.	
Learning Objective		Learning Objective		Learning Objective	
Students will be able to:		Students will be able to:		Students will be able to:	
RIT.YY. 3/4.1a	Answer questions of who, and what that are relevant to the text	RIT.YY.4/5 .1a	Create and answer questions of who, what, and where that are relevant to the text	RIT.K.1a	Create and answer questions of who, what, and where that are relevant to the text
RIT.YY. 3/4.1b	Make inferences	RIT.YY.4/5 .1b	Make inferences	RIT.K.1b	Make inferences
RIT.YY. 3/4.1c	Use picture clues to gain meaning	RIT.YY.4/5 .1c	Use picture clues to gain meaning	RIT.K.1c	Use picture clues to gain meaning

Informational Text: PK-K

RIT.2 Anchor Standard - Determine and analyze the development of central ideas or themes of secular texts and text that reflect Catholic teachings, values, traditions and heritage and summarize the key supporting details and ideas.

RIT.YY.3 /4.1	Educational Benchmark: (3-4 Year Olds)	RIT.YY.4 /5.1	Educational Benchmark: (4-5 Year Olds)	RIT.K.1	Educational Benchmark:
With prompting and support, recount an informational text, including key details.		With prompting and support, recount an informational text, including key details.		With prompting and support, recount an informational text, including key details.	
Learning Objective		Learning Objective		Learning Objective	
Students will be able to:		Students will be able to:		Students will be able to:	
RIT.YY. 3/4.2a	Retell the selection in their own words with at least one key detail	RIT.YY. 4/5.2a	Identify main idea after hearing/reading a selection	RIT.K.2a	Identify main idea after hearing/reading a selection
		RIT.YY. 4/5.2b	Retell the selection in their own words with two or more key details	RIT.K.2b	Retell the selection in their own words

Informational Text: PK-K

RIT.3 Anchor Standard - Interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning, tone and Catholic Identity.

RIT.YY.3 /4.3	Educational Benchmark: (3-4 Year Olds)	RIT.YY.4 /5.3	Educational Benchmark: (4-5 Year Olds)	RIT.K.3	Educational Benchmark:
With prompting and support, answer questions about unknown words in a text.		With prompting and support, ask and answer questions about unknown words in a text.		With prompting and support, ask and answer questions about unknown words in a text.	
Learning Objective		Learning Objective		Learning Objective	
Students will be able to:		Students will be able to:		Students will be able to:	
RIT.YY.3/4.3a	Infer meaning of unfamiliar words in the context of a passage by using picture clues	RIT.YY.4/5.3a	Infer meaning of unfamiliar words in the context of a passage by using picture clues	RIT.K.3a	Infer meaning of unfamiliar words in the context of a passage by examining known words and picture clues
RIT.YY.3/4.3b	Increase vocabulary through the use of pictures and discussion	RIT.YY.4/5.3b	Increase vocabulary through the use of pictures and discussion	RIT.K.3b	Increase vocabulary through the use of word structure
RIT.YY.3/4.3c	Increase vocabulary through environmental print (e.g. McDonald's, stop)	RIT.YY.4/5.3c	Increase vocabulary through the recognition of sight words	RIT.K.3c	Increase vocabulary through the recognition of sight words

Informational Text: PK-K

RIT.4. Anchor Standard - Analyze the structure of Catholic/secular texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene or stanza) relate to each other and the whole.

RIT.YY.3 /4.4	Educational Benchmark: (3-4 Year Olds)	RIT.YY.4 /5.4	Educational Benchmark: (4-5 Year Olds)	RIT.K.4	Educational Benchmark:
Know and use various text features to locate key facts or information in a text.		Know and use various text features to locate key facts or information in a text.		Know and use various text features to locate key facts or information in a text.	
Learning Objective		Learning Objective		Learning Objective	
Students will be able to:		Students will be able to:		Students will be able to:	
RIT.YY. 3/4.4a	Identify the front cover, back cover, and story pages of a book	RIT.YY. 4/5.4a	Identify the front cover, back cover, title page and the inside pages of a book	RIT.K.4a	Identify the front cover, back cover, and title page of a book
RIT.YY. 3/4.4a	Identify electronic page using different technology devices	RIT.YY. 4/5.4b	Identify electronic page using different technology devices	RIT.K.4b	Identify and use parts of an electronic page: scroll bar, icons, electronic menu

Informational Text: PK-K

RIT.5. Anchor Standard - In light of Catholic values, traditions and heritage, assess how point of view or purpose shapes the content and style of a text.

RIT.YY.3 /4.5	Educational Benchmark: (3-4 Year Olds)	RIT.YY. 4/5.5	Educational Benchmark: (4-5 Year Olds)	RIT.K.5a	Educational Benchmark:
Understand the role of the author and illustrator.		Understand the role of the author and illustrator.		Understand the role of the author and illustrator.	
Learning Objective		Learning Objective		Learning Objective	
Students will be able to:		Students will be able to:		Students will be able to:	
RIT.YY. 3/4.5a	Identify the role of the illustrator and author in a text	RIT.YY. 4/5.5a	Identify the role of the illustrator and author in a text	RIT.K.5a	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text

RIT.6. Anchor Standard - Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words, in accordance with Catholic values (e.g. social justice), teachings, and heritage.

RIT.YY.3 /4.6	Educational Benchmark: (3-4 Year Olds)	RIT.YY. 4/5.6	Educational Benchmark: (4-5 Year Olds)	RIT.K.6	Educational Benchmark:
With prompting and support, describe the relationship between illustrations and the text.		With prompting and support, describe the relationship between illustrations and the text.		With prompting and support, describe the relationship between illustrations and the text.	
Learning Objective		Learning Objective		Learning Objective	
Students will be able to:		Students will be able to:		Students will be able to:	
RIT.YY. 3/4.6a	Use illustrations/images to predict what a text is about	RIT.YY. 4/5.6a	Use illustrations/images to predict what a text is about	RIT.K.6a	Use illustrations/images to predict what a text is about
RIT.YY. 3/4.6b	Identify where in a text an illustration/image is depicted	RIT.YY. 4/5.6b	Identify where in a text an illustration/image is depicted	RIT.K.6b	Identify where in a text an illustration/image is depicted

Informational Text: PK-K

RIT.7. Anchor Standard - Analyze how two or more texts address similar themes or topics in order to build knowledge of themselves, others, and their Catholic heritage.

RIT.YY.3 /4.7	Educational Benchmark: (3-4 Year Olds)	RIT.YY. 4/5.7	Educational Benchmark: (4-5 Year Olds)	RIT.K.7	Educational Benchmark:
With prompting and support, compare different works to each other and to real life experiences (text to text, text to life).		With prompting and support, compare different works to each other and to real life experiences (text to text, text to life).		With prompting and support, compare different works to each other and to real life experiences (text to text, text to life).	
Learning Objective		Learning Objective		Learning Objective	
Students will be able to:		Students will be able to:		Students will be able to:	
RIT.YY. 3/4.7a	Identify real life experiences as they relate to a text	RIT.YY. 4/5.7a	Identify real life experiences as they relate to a text	RIT.K.7a	Identify real life experiences as they relate to a text
		RIT.YY. 4/5.7b	Identify basic similarities and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures)	RIT.K.7b	Identify basic similarities and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures)

RIT.8. Anchor Standard - Read and comprehend complex literary and informational texts independently and proficiently.

RIT.YY.3 /4.8	Educational Benchmark: (3-4 Year Olds)	RIT.YY. 4/5.8	Educational Benchmark: (4-5 Year Olds)	RIT.K.8	Educational Benchmark:
With prompting and support, participate in activities to develop reading comprehension skills.		With prompting and support, participate in activities to develop reading comprehension skills.		With prompting and support, participate in activities to develop reading comprehension skills.	
Learning Objective		Learning Objective		Learning Objective	
Students will be able to:		Students will be able to:		Students will be able to:	
RIT.YY. 3/4.8a	Listen to biblical, non-fictional, and biographical texts	RIT.YY. 4/5.8a	Listen to biblical, non-fictional, and biographical texts	RIT.K.8a	Listen to biblical, non-fictional, and biographical texts

L.1. Anchor Standard: Incorporate and apply the conventions of standard English grammar and usage when writing or speaking.

L.YY. 3/4.1	Educational Benchmark: (3-4 Year Olds)	L.YY. 4/5.1	Educational Benchmark: (4-5 Year Olds)	L.K.1	Educational Benchmark:
Observe conventions of standard English grammar and usage when writing or speaking.		Observe conventions of standard English grammar and usage when writing or speaking.		Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
Learning Objective		Learning Objective		Learning Objective	
Students will be able to:		Students will be able to:		Students will be able to:	
L.YY. 3/4.1	Print upper and lower case letters, including numbers	L.YY. 4/5.1a	Print upper and lower case letters using correct letter formation, including numbers	L.K.1a	Identify, define and use sentences, phrases and clauses
L.YY. 3/4.1	Print first name with upper and lower case letters	L.YY. 4/5.1b	Print first and last name with upper and lower case letters		I. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how)
L.YY. 3/4.1	Understand and use question words (interrogatives) (e.g., who, and what)	L.YY. 4/5.1c	Understand and use question words (interrogatives) (e.g., who, what, where, and why)		II. Produce and expand complete sentences in shared language activities
L.YY. 3/4.1	Use the most frequently occurring prepositions (e.g. in, out, on and off)	L.YY. 4/5.1d	Use the most frequently occurring prepositions (e.g., to, from, in, out, on and off)		III. Understand and use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by and with)
				L.K.1b	Identify, define and use parts of speech: nouns
					I. Use frequently occurring nouns
					II. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes)
				L.K.1c	Identify, define and use parts of speech: pronouns

Language: PK-K

					I. Use personal pronouns
				L.K.1d	Identify, define and use parts of speech: verbs
					I. Use frequently occurring verbs.
				L.K.1h	Print upper and lower case letters using correct letter formation, including numbers
				L.K.1i	Print first and last name with upper and lower case letters

L2. Anchor Standard: Incorporate and apply the conventions of standard English capitalization and punctuation when writing.

L.YY. 3/4.2	Educational Benchmark: (3-4 Year Olds)	L.YY. 4/5.2	Educational Benchmark: (4-5 Year Olds)	L.K.2	Educational Benchmark:
	Demonstrate command of the conventions of standard English capitalization and punctuation when writing.		Demonstrate command of the conventions of standard English capitalization and punctuation when writing.		Demonstrate command of the conventions of standard English capitalization and punctuation when writing.
Learning Objective		Learning Objective		Learning Objective	
Students will be able to:		Students will be able to:		Students will be able to:	
L.YY. 3/4.2a	Capitalize the first letter of their first name as well as recognize when a sentence begins	L.YY. 4/5.2a	Capitalize the first letter of their first and last name as well as the first word in a sentence	L.K.2a	Capitalize the first letter of their first and last name as well as the first word in a sentence and the pronoun I
L.YY. 3/4.2b	Recognize when a sentence comes to an end	L.YY. 4/5.2b	Recognize and name end punctuation (e.g. period)	L.K.2b	Name and identify end punctuation, including periods, question marks and exclamation points

L.4. Anchor Standard: Incorporate and apply the understanding of word relationships and nuances in word meanings.

L.YY. 3/4.4	Educational Benchmark: (3-4 Year Olds)	L.YY. 4/5.4	Educational Benchmark: (4-5 Year Olds)	L.K.4	Educational Benchmark:
	Demonstrate understanding of spoken words, syllables and phonemes.		Demonstrate understanding of spoken words, syllables and phonemes.		Demonstrate understanding of spoken words, syllables and phonemes.
Learning Objective		Learning Objective		Learning Objective	
Students will be able to:		Students will be able to:		Students will be able to:	
L.YY. 3/4.4a	Recognize a letter makes a sound	L.YY. 4/5.4a	Write a letter for most consonants (phonemes)	L.K.4a	Write a letter or letters for most consonant and short-vowel sounds (phonemes)
L.YY. 3/4.4b	Drawing on knowledge of sound-letter relationships, recognize the difference between a letter and a word and phonetically identify the beginning letter	L.YY. 4/5.4b	Drawing on knowledge of sound-letter relationships, recognize letters form a word and phonetically identify the beginning and ending letter	L.K.4b	Demonstrate phonemic awareness by isolating and pronouncing the initial, medial vowel, and final phonemes (sounds) in three phoneme (CVC) words (e.g./ save. /ham/)
L.YY. 3/4.4c		L.YY. 4/5.4c		L.K.4c	Blend and segment consonants and rimes of spoken words (/g/-/oat/, /bl/-/ack/)
L.YY. 3/4.2d		L.YY. 4/5.4d		L.K.4d	Add or subtract individual phonemes in simple, one-syllable words to make new words (e.g., /at/- /sat/- /mat/- /map/)
L.YY. 3/4.4e		L.YY. 4/5.4e		L.K.4e	Know the spelling sound correspondents for common consonant digraphs (e.g. ch, sh)
L.YY. 3/4.4f		L.YY. 4/5.4f		L.K.4f	Associate the long and short sounds of graphemes for the five major vowels

Language: PK-K

L.YY. 3/4.4g		L.YY. 4/5.4g		L.K.4g	Know final e and common vowel team conventions
L.YY. 3/4.4h		L.YY. 4/5.4h		L.K.4h	Know the sound correspondence for hard and soft "c" and "g"
L.YY. 3/4.4i	Recognize the syllables in a word	L.YY. 4/5.4i	Count and pronounce syllables in spoken words	L.K.4i	Count and pronounce syllables in spoken words
L.YY. 3/4.4j		L.YY. 4/5.4j		L.K.4j	Blend and segment syllables in spoken words
L.YY. 3/4.4k	Identify real-life connections between words and their use (i.e. environmental text)	L.YY.4/ 5.4k	Identify real-life connections between words and their use (i.e. environmental text)	L.K.4k	Identify real-life connections between words and their use (i.e. environmental text)
L.YY. 3/4.4l		L.YY.4/ 5.4l	Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings	L.K.4l	Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings
L.YY. 3/4.4m		L.YY.4/ 5.4m		L.K.4m	Use the most frequently occurring inflections and affixes (e.g., - ed, -s, re-, un-, pre-, ful, -less) as a clue to the meaning of an unknown word
L.YY. 3/4.4n		L.YY.4/ 5.4n		L.K.4n	Identify frequently occurring root words
L.YY. 3/4.4o	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms)	L.YY.4/ 5.4o	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms)	L.K.4o	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms)
L.YY. 3/4.4p		L.YY.4/ 5.4p		L.K.4p	Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes)

Language: PK-K

L.YY. 3/4.4q	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent	L.YY.4/ 5.4q	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent	L.K.4q	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent
				L.K.4r	Decode regularly spelled one syllable words
				L.K.4s	Spell simple words phonetically, drawing on knowledge of sound-letter relationships

Writing: PK-K

W.1. Anchor Standard: Write narratives to develop experiences or events (e.g. spiritual, religious, real, imagined) using effective techniques, well-chosen details and well-structured event sequences.

W.YY. 3/4.1	Educational Benchmark: (3-4 Year Olds)	W.YY. 4/5.1	Educational Benchmark: (5 Year Olds)	(4- W.K.1	Educational Benchmark:
Use a combination of drawing, and dictating to narrate a single event.		Use a combination of drawing, and dictating to narrate several loosely linked events.		Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events.	
Learning Objective		Learning Objective		Learning Objective	
Students will be able to:				Students will be able to:	
W.YY. 3/4.1a	Illustrate sentences	W.YY. 4/5.1a	Illustrate sentences	W.K.1a	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others
W.YY. 3/4.1b	Create mimic-writing using marks	W.YY. 4/5.1b	Create writings using letters and illustration	W.K.1b	Create writings using text and illustration
W.YY. 3/4.1c	Dictate sentences to teacher for a class story	W.YY. 4/5.1c	Dictate sentences to teacher for a class story	W.K.1c	With prompting and support, include details regarding events
		W.YY. 4/5.1d	Draw a story retelling events	W.K.1d	Draw/write a story telling events in the order occurred and provide a reaction to what happened
				W.K.1e	Dictate sentences to teacher for a class story
				W.K.1f	Conference with teacher to ask and answer questions to improve drafts
				W.K.1g	With guidance and support use proper punctuation and capitalization

Writing: PK-K

W.2. Anchor Standard: Write informative/explanatory texts to examine and convey complex ideas and information from secular and Catholic sources clearly and accurately through the effective selection, organization, and analysis of content.					
W.YY. 3/4.2	Educational Benchmark: (3-4 Year Olds)	W.YY. 4/5.2	Educational Benchmark: (5 Year Olds)	(4-5 Year Olds)	W.K.2 Educational Benchmark:
Use a combination of drawing, dictating, and writing to compose informative/explanatory pieces.		Use a combination of drawing, dictating, and writing to compose informative/explanatory pieces.		Use a combination of drawing, dictating, and writing to compose informative/explanatory pieces.	
Learning Objective		Learning Objective		Learning Objective	
Students will be able to:		Students will be able to:		Students will be able to:	
W.YY. 3/4.2a	Illustrate sentences	W.YY. 4/5.2a	Illustrate sentences	W.K.2a	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others
W.YY. 3/4.2b	Create mimic-writing using marks	W.YY. 4/5.2b	Create writings using letters and illustration	W.K.2.b	Create writings using text and illustration
W.YY. 3/4.2c	Provide information to the teacher on a topic	W.YY. 4/5.2c	Provide information to the teacher on a topic	W.K.2c	Name, draw/write about and supply information on topic
				W.K.21	With guidance and support use proper punctuation and capitalization

Writing: PK-K

W.3. Anchor Standard: Write arguments to support claims in an analysis of meaningful topics or texts using sufficient evidence and valid reasoning that uphold Catholic teachings, traditions and heritage.

W.YY. Educational Benchmark:		W.YY. Educational Benchmark:		(4-W.K.3 Educational Benchmark:	
3/4.3 (3-4 Year Olds)		4/5.3 (5 Year Olds)			
Use a combination of drawing, dictating, and writing to compose opinion pieces.		Use a combination of drawing, dictating, and writing to compose opinion pieces.		Use a combination of drawing, dictating, and writing to compose opinion pieces.	
Learning Objective		Learning Objective		Learning Objective	
Students will be able to:		Students will be able to:		Students will be able to:	
W.YY. 3/4.3a	Illustrate sentences	W.YY. 4/5.3a	Illustrate sentences	W.K.3a	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others
W.YY. 3/4.3b	Create mimic-writing using marks	W.YY. 4/5.3b	Create writings using letters and illustration	W.K.3b	Create and illustrate writings using text
W.YY. 3/4.3c	Express a preference about an identified topic	W.YY. 4/5.3c	Use a given rating scale to express a preference about an identified topic	W.K.3c	Draw/write an opinion and express a preference about an identified topic

Writing: PK-K

W.4. Anchor Standard: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation from Catholic and secular perspectives.

W.YY. 3/4.4	Educational Benchmark: (3-4 Year Olds)	W.YY. 4/5.4	Educational Benchmark: (4-5 Year Olds)	W.K.4	Educational Benchmark:
Participate in shared research and writing projects.		Participate in shared research and writing projects.		Participate in shared research and writing projects.	
Learning Objective		Learning Objective		Learning Objective	
Students will be able to:		Students will be able to:		Students will be able to:	
W.YY. 3/4.4a	Illustrate sentences	W.YY. 4/5.4a	Illustrate sentences	W.K.4a	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others
W.YY. 3/4.4b	Create mimic-writing using marks	W.YY. 4/5.4b	Create writings using letters and illustration	W.K.4.b	Create writings using text and illustration
W.YY. 3/4.4c	Explore a number of non-fiction books by topic and restate information	W.YY. 4/5.4c	Explore a number of non-fiction books by topic and restate information	W.K.4c	Explore a number of non-fiction books by topic and restate information
W.YY. 3/4.4d	Provide information to the teacher on a topic	W.YY. 4/5.4d	Provide information to the teacher on a topic	W.K.4d	Name, draw/write about and supply information on topic

Speech and Listening: PK-K

SL. 1 Anchor Standard: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and Catholic values while expressing one's own clearly and persuasively.

SL.YY. 3/4.1	Educational Benchmark: Year Olds)	(3-4	SL.YY. 4/5.1	Educational Benchmark: (4-5 Year Olds)	SL.K.1	Educational Benchmark:
Participate in conversations that show respect for others.			Participate in conversations that show respect for others.		Participate in conversations that show respect for others.	
Learning Objective			Learning Objective		Learning Objective	
Students will be able to:			Students will be able to:		Students will be able to:	
SL.YY. 3/4.1a	Follow agreed-upon rules for discussions		SL.YY. 4/5.1a	Follow agreed-upon rules for discussions	SL.K.1a	Follow agreed-upon rules for discussions
SL.YY. 3/4.1b	Introduce Christian responses to use in conflict situations		SL.YY. 4/5.1b	Practice Christian responses to use in conflict situations	SL.K.1b	Practice Christian responses to use in conflict situations
SL.YY. 3/4.1c	Display and maintain eye contact, body language, and other response cues that indicate respect for the speaker		SL.YY. 4/5.1c	Continue a conversation through multiple exchanges	SL.K.1c	Continue a conversation through multiple exchanges
			SL.YY. 4/5.1d	Display and maintain facial expressions, body language, and other response cues that indicate respect for the speaker	SL.K.1d	Display and maintain facial expressions, body language, and other response cues that indicate respect for the speaker

Speech and Listening: PK-K

SL.2 Anchor Standard: Using a Christ-like model, evaluate a speaker's point of view, reasoning and use of evidence and rhetoric.

SL.YY. 3/4.2	Educational Benchmark: (3-4 Year Olds)	SL.YY.4 /5.2	Educational Benchmark: (4-5 Year Olds)	SL.K.2	Educational Benchmark:
Gain information through listening.		Gain information through listening.		Gain information through listening.	
Learning Objective		Learning Objective		Learning Objective	
Students will be able to:		Students will be able to:		Students will be able to:	
SL.YY. 3/4.2a	Answer questions about what a speaker says in order to gather additional information or clarify something that is not understood	SL.YY. 4/5.2a	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood	SL.K.2a	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood

Speech and Listening: PK-K

SL.3 Anchor Standard: Based on Catholic standards, present information, findings and supporting evidence such that listeners can follow the line of reasoning and the organization, development and style that are appropriate to task, purpose and audience.

SL.YY. 3/4.3	Educational Benchmark: 4 Year Olds)	(3- 4/5.3	SL.YY. 4/5.3	Educational Benchmark: (4-5 Year Olds)	SL.K.3	Educational Benchmark:
Relate experiences.		Relate experiences.		Relate experiences.		
Learning Objective		Learning Objective		Learning Objective		
Students will be able to:		Students will be able to:		Students will be able to:		
SL.YY. 3/4.3a	Describe familiar people, places, things, and events, with prompting and support	SL.YY. 4/5.3a	Describe familiar people, places, things, and events, with prompting and support, and provide additional detail	SL.K.3a	Describe familiar people, places, things, and events with prompting and support, and provide additional detail	

Speech and Listening: PK-K

SL.4 Anchor Standard: Make strategic and morally appropriate use of digital media and visual displays of data to express information and enhance understanding of presentations.

SL.YY. 3/4.4	Educational Benchmark: (3-4 Year Olds)	SL.YY. 4/5.4	Educational Benchmark: (4-5 Year Olds)	SL.K.4	Educational Benchmark:
Use visual displays to express information.		Use visual displays to express information.		Use visual displays to express information.	
Learning Objective		Learning Objective		Learning Objective	
Students will be able to:		Students will be able to:		Students will be able to:	
SL.YY. 3/4.4a	Use drawings or other visual displays to provide additional detail to share information	SL.YY. 4/5.4a	Use drawings or other visual displays to provide additional detail to share information	SL.K4a	Use drawings or other visual displays to provide additional detail to share information